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JOURNAL OF EDUCATION

The National School Weekly

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News of Education

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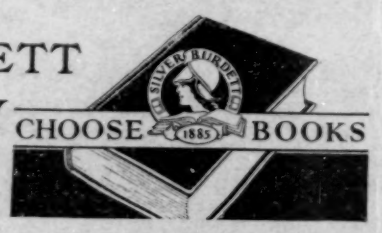

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with The Problem and Practice Arithmetics. They are excellent. The explanations are clear; there is an abundance of material; the problems are varied and up-to-date in subject matter. MISS FLORENCE WILSON, Principal, Center Graded School, Maysville, Ky.

The children enjoy Walks and Talks in Numberland. The beautifully colored illustrations appeal to them and promote their interest in the content of the page. My second-graders especially enjoy reading the problems to the group. This procedure promotes good listeners as well as good thinkers. MISS ELIZABETH M. DEAN, Northwest School, Hartford, Conn.

We began to use The Problem and Practice Arithmetics last October. The teachers are well pleased with the books, and all feel that splendid progress has been made. In my opinion, these books are an outstanding series of arithmetics. We believe that the teaching of the subject will be much improved through their use. M. M. McINTIRE, Superintendent of Schools, Audubon, Iowa.

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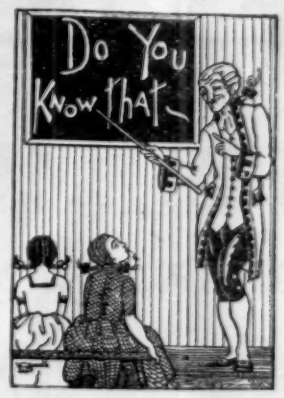

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

The Community Problem

THE bootlegger is not the crime problem, nor is liquor the prohibition problem.

Education is the only problem.

It is in no sense a question of the education of the individual child. It is in no sense a question of what is taught, or how or when it is taught.

It is purely a question of the education of the *community*, of everyone in the community.

No individual education can safeguard anyone if he is exposed to a temptation that is specially adapted to his physical, emotional, social, economic and temperamental condition in his weak spot, when that weakness is exposed and the tempter is an artist in the art of presenting that temptation.

Human nature has its pests and disease germs as definite and dangerous as has nature.

Science is dealing with the evils of nature, and we must learn how to cope with the evils.

No child can be conceived wisely unless the father and mother are wisely educated, and from that minute until that spark of life goes into the life beyond at whatever age, there is always some human influence that demands that that special being should know what to do or what not to do, when or when not to do it, how or how not to do it.

The Science of Education

IT IS OF the utmost importance that the new education born with the new civilization should be worthy the name of science. Unfortunately, the term "psychology" has lost the prestige it was supposed to have. The creation of education that is emerging from the wreckage of civilization that did not meet the demands of these disastrous times must be genuinely scientific. There must be no toying with any theories such as were easily labeled "psychology."

Science has been ennobled in these years; science is revealing wonderful discoveries almost daily.

Education must rise to a scientific level whenever it assumes to represent the civilization born out of the birth-throes of the civic, social, and economic agony of these years.

Socially Constructive Behavior

THE primary objective of all phases of the educational process is socially constructive behavior according to the State Department of Education of Connecticut, as explained by Dr. E. W. Butterfield, the Commissioner of Education.

This is an effective statement of the present emphasis upon community education which is brought to the forefront by the Connecticut State Board of Education in assuming responsibility for the support and management of the Bureau of Character Education Research for five years with Mrs. Ruth White Colton as director.

"Character education is a community project." This is Connecticut's social recognition. It places New England definitely ahead of all other sections in stabilizing civic conditions.

This unifies the church, the school, and business interests in their activities for the betterment of everybody in every way from parental influences to preparation for the life hereafter.

Tolerance is thus championed as a New England ideal which alone can restore peace and prosperity.

Dr. Castrueclo of Italy

DR. GIUSEPPE CASTRUECLO, Italian Consul and head of the "Order of the Crown" of Italy, is making an interesting study of the schools of the United States. It was a rare privilege to be associated with him in the study of Chicago schools in early October.

We were present at the banquet at which Dr. Castrueclo created Dr. William J. Bogan, superintendent of Chicago, a commander of the "Order of the Crown of Italy," for promoting the study of Italian language and founding charitable agencies to do special work among Italian children.

Tree Planting in 1932

JUNIOR Garden Clubs of America, Des Moines, are sponsoring the promotion of a Tree Planting School Crusade as a vital feature of the George Washington Bicentenary.

The plans are of interest to boys and girls, and are adapted to be of real service to a school, and of permanent value to a community, a state, and a section of the country.

It will be unpardonable for any school to allow the spring to pass without the boys and girls being intelligently enlisted through active membership in this Tree Planting Organization.

Have some member of the class write to E. N. Hopkins, Des Moines, Iowa, for blanks and literature on the tree-planting campaign.

No superintendent, principal, or teacher should do this. Pupils will be glad to do it.

No one should do anything that boys and girls will be glad to do.

They should form a habit of enclosing a two-cent stamp whenever they ask for anything.

City Illiteracy

THERE are ninety-three American cities with more than 100,000 population. Seventy of these have a literacy record above that of the United States, or an illiteracy percentage lower than that of the United States.

Peoria, Illinois, and Long Beach, California, have the lowest percentage of illiterates, one-half of one per cent.

The highest per cent. is a New England city of 134,000, which has 11.9 per cent. of its people illiterate.

The Spirit of Sacramento

UNDER the leadership of Charles C. Hughes and the Board of Education Sacramento voted, four to one, a bond issue for three new up-to-the-minute junior high school plants.

No sign of hopelessness in California. The capital city sets the pace for the state that has monopolized the Federal official leadership in education. Congratulations!

The Lytle Method

PRESIDENT W. VERNON LYTLE of Defiance College of Ohio is facing the elimination of student troubles in an interesting way. He expects to avoid all student strikes and scandals by laboratory treatment of misbehavior.

It is a sort of infantile paralysis prevention scheme. The early detection of the symptoms of the social weakness is emphasized and students are promptly advised how to walk like other people through life. It avoids the use of professional terminology which has lost caste in good scientific society.

A Remarkable Achievement

CITY school achievements are among the wonders of the present age, and Springfield, Massachusetts, is at the forefront in demonstrations of efficiency as represented by the attainments of children.

The Year Book of the Washington School, Sara E. Chase, principal, is by far the most remarkable publication of the work of a school that we have seen.

Eight pages, six by ten inches, are devoted to "Letters We Have Written." Other sections are devoted to: Books We Have Read, Trips We Have Taken, Clubs We Have Formed, Magazines We Have Published, Posters and Pictures We Have Drawn, News Bulletins We Have Issued, Trees We Have Studied, Stories We Have Written, Plays We Have Produced, Rhymes We Have Made, Diaries We Have Kept; Summaries, Reports and Riddles We Have Written; Floor Talks We Have Given.

Belding's Page

Wages in Industry

WAGES are staying up better than they ever did before in a period of generally falling prices and low demand for labor. Whether it might not be better to shorten the hours of labor and keep more people employed even at smaller average wages per week, is a question which may be considered by our industrialists at some later time. The thing that is most encouraging now, is the fact that business men are manifesting a great reluctance to cut the incomes of their workers. Of the concerns reporting to the Federal Department of Labor, only 12 to 15 per cent. have reduced the wages of their employees. In 1921, wage reductions were applied by 92 per cent of American firms, official estimates show.

There is a vast difference between 15 per cent. and 92 per cent. Something must have occurred to make that difference. What can it have been?

Well—public opinion has somehow been educated up to the fact that wage-earners are also consumers, and that a decline in incomes causes, or is likely to cause, a decline in the scale of living.

Whiting Williams, a close observer of industrial conditions, has discovered the existence of a new feeling about employers, among the laboring class. Crowds at factory gates, clamoring for jobs, have been very much smaller in recent months than they were at the corresponding period ten years ago. The explanation is—that those who have been dropped from factory rolls are confident they will be called back the moment there is need for their services. In other words, a sense of responsibility is believed to have been developed in employers—responsibility to provide employment to those who have heretofore been members of the company's organization.

It matters not so much how the more human and humane relationship between workers and bosses has come about. The phenomenon is evidently real, and it is encouraging for the future.

"They Shall Not Pass"

TO STAMP a boy or a girl as a failure is a terrific responsibility. Teachers have been doing it all these years because custom condoned it. Consequences were not considered, except the single consequence of relieving the school of pupils who were likely to be a drag.

Think of the crimes that have been committed by instructors in the utterly unscientific and unjust tests which were applied—tests which did not separate the able from the unable or the attainers from the non-attainers, but merely drew an arbitrary line of demarkation.

Tests and passing marks may be slow in reaching the discard, for they have had a long tradition, and it is not easy to see precisely what should take their place. But certainly the hour has come to avoid the old glib manner of flunking by percentages which every teacher knows are partly guesswork.

More understanding of the pupil and his difficulties; more allowance for abilities that are low in some respects and high in others; more checking of marks with common sense and careful weighing of each pupil's performance—these are even now possible under almost all conditions.

The business of teachers is not to discourage and condemn but to inspire and help. Nothing could be more pernicious than the assumption that every class must contain a certain number of failures.

Exchange of Scholars

THE promotion of good will and better understanding among nations is the worthy object of the present interchange of professors and students among the colleges of various countries.

Results are largely intangible, of course. But the visiting student or professor, if no one else, gains a fresh viewpoint which he carries back to his own land.

So far as actual teaching by the exchange professors is concerned, its effectiveness is open to question. Frequently the same subject could have been better taught by the person who has gone abroad to do an equally poor job in the foreign university. There are exceptions to any such rule, if it be a rule. But the exchange idea may well be taken at its true value, namely as a friendly gesture in world relationships, and not as any very large contribution to student enlightenment.

The best teaching is seldom to be expected from persons brought up with a wholly alien background. And that explains not only why the visiting professor fails to put his instruction across, but likewise why the visiting student fails to gain all that he may have hoped for. Where the visitor brings a different language, a still further impediment to teaching and learning is created.

And yet—when the worst is said that can be said—the scholarly exchange is aimed at a most desirable purpose and whatever it does accomplish is of manifold service to a war-torn world.

Auson W. Belding

Associate Editor.

Nature Points *the* Way

By MARIETTA JOHNSON

Director, School of Organic Education, Fairhope, Alabama

THE School of Organic Education, at Fairhope, Alabama, was opened in a little cottage in the fall of 1907. Six children came the first day.

The school has now a campus of ten acres and ten buildings. All grades are represented from kindergarten to college, and a teachers' training class is conducted.

Many years ago I was a teacher in the State Normal Schools of Minnesota. One day my superintendent thrust a book into my hand, saying: "Unless education takes this direction, there is no incentive for a young man to enter the profession." This book was "The Development of the Child." I soon realized that nearly everything I had been doing with enthusiasm was a violation of the order of the development of the nervous system, and while the children apparently did do well and I enjoyed the thrills and pride of success, I felt that I was more of a child destroyer than a child developer. I began reading everything I could find on this subject.

In the summer of 1907 a gentleman in Fairhope asked me to open a kindergarten, saying that he would contribute twenty-five dollars a month for a free school. I rented a cottage for fifteen dollars a month and had ten dollars left for salary and supplies. The school has been free to the children of the vicinity throughout the years. I have been obliged to solicit funds as well as to conduct the school. My experiences as a beggar would fill volumes! We have never been sure, at the opening of the school in September, that the teachers would be paid for the entire year. A boarding department contributes substantially to the support of the work, and day pupils coming from a distance pay a nominal tuition.

THERE are several reasons for keeping the school free. I was a public school teacher and could not endure the thought of a financial relation between pupil and teacher, and the desire to try out the idea was so pressing that I should have been glad to pay children for attending! When results became apparent, I felt that a tuition fee would perhaps exclude those who needed it most! The school began as an experiment, but has developed into a demonstration.

If education is life itself and not merely a preparation for life, it follows that the school program must be life-giving to the body—to the mind—and to the emotions. Every schoolroom should be a health centre. The program must really be good for the body. The little child must not be subjected to severe forms of specialized activity and must never be accelerated. Such work tends to interfere with the normal development of the nervous system. Therefore, the formal work of reading, writing, spelling and number must be postponed until at least eight years of age. It would be better to postpone the formal work until ten, but we have compromised to meet the objections of parents.

The school program must also be fine for the mental life. The interests of childhood are studied and activities are provided which stimulate mental activity and give mental satisfactions. But all children are interested first in things of sense. Therefore, a large part of the program for the young child must consist in all sorts of creative activity—dancing, music, sports and work in crafts and woodworking. All children are interested in nature. The effort should be not so much to teach facts as to afford an experience and de-

velop the attitude of observation and inquiry.

The school program must be good for the spirit; that is, the emotional life. The most important condition of growth is unself-consciousness. Therefore, no grading, marking, or promoting could be allowed. The children are grouped according to their chronological age to prevent self-consciousness. Groups must be kept small enough to permit individual attention. No child may grow nervous, or round-shouldered, or self-conscious, nor acquire an inferiority complex in becoming educated. No child may ever know failure! Consciousness of failure tends to destroy that unity of being which is so necessary to normal growth.

A child may enter our kindergarten at four years of age and go straight through to college, without ever being told that he must learn something, or do something, in order to "pass." He may do certain things and he may need to learn certain things, because they are necessary to the experience, but every child "passes" if he does the best he can, regardless of external standards. The program then for children under eight years of age is singing and dancing or rhythmic work, nature, handwork, dramatics, free play, stories, and if possible some time given to the use of some other language than their own and some experience in fundamental conceptions of number without the use of figures.

At eight years of age the formal work of learning to read, write and spell is begun. Every child does as much as he can do comfortably and profitably. No external standard is established. Usually the children take great pleasure in the formal work, acquiring these arts in less time and without strain. The informal activities of music, dancing, nature, handwork and play still form the main part of the daily program.

The children move automatically from one age group to another, the work changing as the child develops. At twelve or thirteen years of age they begin more formal work in mathematics, history, literature, science—continuing to emphasize the music, dancing, handwork, dramatics and play.

No lessons are assigned below the high school. Learning should be a joy, not a task. All projects should be the normal expression of interest and should be undertaken for the joy of the experience. The reward of all study or work is in the doing!

When the children are fully fourteen years of age, or older, they enter the high school because they have been prepared by nature and not by instruction. They are no longer children and are now ready for the processes of youth. In the high school four years are given to the serious study of science, history, literature, mathematics, and languages. Throughout the high school course every effort is made to secure the hearty co-operation of the students. They now understand the value of fine standards of work, but even here, if a student is making his best effort—he cannot fail.

Lessons are assigned in the high school and home work is required. Trifling and indifference are problems of discipline here as in any other school. Throughout the entire process, in the matter of discipline the children must conform. The child is unformed, undeveloped. He must be guided and controlled, but this guidance and control must be for *his* good and not merely for the convenience of adults.

The finest discipline is impersonal, and is secured through interest. Yielding of one's personal desire or whim to the law inherent in the situation, or in the material, is a most valuable experience in character forming, and to secure co-operation instead of compulsion is the aim of the teacher. Work in the crafts and the shop is often stimulated by some project in the classroom.

We believe that the folk dance is more perfectly adapted to the schoolroom process than any other form of dancing. It is social, it is objective instead of subjective, it preserves unself-consciousness, and develops a poised and beautiful body. The one all-inclusive art is the art of human relations. We, therefore, provide for the fullest experience in work that is inherently social and make an effort to conduct all studies in a social atmosphere. Singing and folk dancing, arts and crafts, woodworking, dramatics and sports are provided throughout the entire school process.

The school has been in progress twenty-four years. The graduates of the high school have entered many colleges and have done well. One college president said that the students from this school were noticeable for their keenness of interest, sincerity and loyalty, and that few students were able to use their native endowment to such high advantage; also that the school had preserved

the freshness of intellectual attack. Other college professors have said that students from our school were among the finest examples of American young manhood and womanhood, and that they would be glad to have other such students. Some students have received highest recognition for scholarship, for initiative, for dependability, and for general fine human qualities.

garten and extending through to the A.B. degree is very much needed in education. A strong teachers' training centre should be developed in connection with this experiment. Teachers should be trained to study the development of the child and provide an environment which meets the needs of growth, regardless of external standards. An internal standard must emerge; that is, the standard should

CHILDREN should be protected from undesirable conditions, as well as given those that are wholesome. The school feels that it has a right to claim that no child ever becomes nearsighted here; that no child ever becomes round-shouldered; or anemic; or develops an inferiority complex; or is tempted to cheat. We believe that the fundamental of character is sincerity and when children work from a false motive to pass, to escape punishment, or to receive a reward, fundamental insincerity is experienced, which is not only inimical to character, but also impairs the nervous system and tends to destroy the integrity of the intellect.

We believe that children should live their lives straight out. In the measure that the school program provides activities and exercises which tend to bring about a sound, accomplished, beautiful body; an intelligent, sympathetic mind, and a sweet, sincere spirit—it is educational. In the measure that it does not do this, it is not educational, however informational it may be.

A unit experiment, beginning with the kinder-

be one that the school must meet, not impose. This means providing an environment which ministers to the natural development of the nervous system, which secures the strongest, best use of the intellect, and which preserves the sincerity and unself-consciousness of the emotional life. When this is done sound scholarship is secured and the most desirable attainment and achievement are assured.

Education is the one conscious agent of a better world. There should be no requirements for entrance into any institution. The school owes the young guidance and control, instruction, association and inspiration throughout the years of growth until about twenty-two or twenty-three years of age.

Not "what do you know,"—but "what do you need" should be the question, and the nature of the growing child indicates the answer.

After working out these principles for twenty-four years, we believe the effort is fully justified by results.

When My Ship Comes In

By Mary Carolyn Davies

When my ship comes home! When my ship comes home!
But shall I wait on shore
And dream of when my ship comes home—
White sail and flashing oar?
I'm going to steer it home myself,
Not wait on land without it:
For no one's ship comes drifting in
Who only dreams about it!

When my ship comes home! When my ship comes home!
Myself I'll fill the hold—
I'll know that when my ship comes home
With white sails flashing bold,
'Twill bring the things I wish. Our flag
To ocean winds we'll fling it!
For each one's ship comes home at last
If he helps Fate to bring it!

—Philadelphia School Journal.

Character Is Not Mere Goodness

By JOHN LUND, Superintendent
Norwalk, Connecticut

"We need more and more to see the child whole and appreciate that every contact, every experience and every environmental factor has its important bearing. The problem becomes not a school problem alone but ramifies throughout the community."

THE problem of character education is the greatest single challenge to American education today. Educators and welfare workers are concerning themselves with it as never before. Programs, plans, and projects are being promoted in great number and in great variety. The challenge has been accepted and American education is responding with its traditional intensity and effectiveness.

Two years ago a bureau of character education research, financed by a private foundation, was given desk room in the office of the Connecticut State Department of Education. Two years later, in November, 1930, character education research was established as a regular activity of the Connecticut State Board of Education with a five-year lease of life. During that probationary period of two years this research bureau with help and inspiration from the Institute of Human Relations at Yale University had launched a program involving two phases of activity. Extensively, the plan involved a state-wide teacher-training program in the techniques and philosophy of character education and an educational campaign to awaken general community interest in the problem. Intensively the effort was made to work out an experimental program in a single community. Because of our interest and eagerness to co-operate, that effort was made in Norwalk.

Out of our activity thus far have emerged certain fundamental considerations and concepts.

First, may we look at character, the objective? If our results in character training thus far have been meagre; if our results have been largely accidental and incidental, as I believe they have been, it has been due to a lack of understanding of and agreement upon the elements involved in the term "character." It has meant too many things to too many people. After all, an incomplete view of character will result in an incomplete conception of the problem of character education. The first necessity, then, in promoting a program in character education is to put new and valid meaning into the term "character."

I believe we are beginning to appreciate that character and goodness are not synonymous terms. We are getting away from the lazy assumption that goodness consists of obedience to the "thou shalt nots" of some given code. The internal fixture notion of character as the sum of certain rigid virtues or qualities is giving way to a growing appreciation of the fact that character means bringing virtue into relationship with the major movements of life. Goodness, as such, can easily be practiced without any relationship to the common good. From this point, for the sake of brevity, I take a long step to arrive at what seems to me a valid definition of the true index of character as far as it can be defined in a sentence. I would submit as an index of character, action, not static virtue, but action, thought-controlled in relation to principle for social unity and progress.

Having arrived tentatively, at least, at a definition of the term character, the next step in the promotion of a character education program is to arrive at some conclusions as to how character is developed. Karl Menninger in his recent book, "The Human Mind," suggests the process admirably in a short paragraph on the development of personality, a term he uses almost synonymously with our term character. He says: "Whatever nucleus is inherited is soon acted upon by a great variety of powerful influences. There are the teaching, training and example of the parents and the reactions to brothers and sisters; there are climate, weather, the architecture of the home, the food, fashions; there is the influence of the school, church, newspapers, playmates, society in general. Economic laws and social laws are brought to bear and modify behavior patterns. Then come the accidents of life, physical and mental, the illnesses, the wounds, the griefs, the disappointments, the shocks of all kinds that come to all people. All of these things go to make up a personality."

It seems to me that we have suggested here the whole job of character education. To the extent that the individual adjusts himself to the constantly changing situation with a minimum of conflict and also in some positive way successfully modifies and improves the situation, to that extent, it seems to me, the individual has achieved character. In short, we may judge character in terms of socially constructive behavior.

It is this social conception of character which

I believe education must keep steadily before it as the goal of character education. Upon such a basis I believe we can erect a structure of education and evolve the well-considered program we now lack.

It would seem clear, then, that education for character as a social responsibility cannot be delegated to the school and left there. Any effort to handle it solely as a job for the schools is foreordained to failure. Adequate provision for character training involves *social planning* and *social co-operation* to an extent only vaguely appreciated and almost universally neglected.

We need more and more to see the child whole and appreciate that every contact, every experience and every environmental factor has its important bearing. The problem immediately becomes not a school problem alone but ramifies throughout the community. Our approach, then, must be in relation to every phase of community life in its widest sense.

My suggestion in the promotion of a character education program would be that the initiative in the process of co-ordinating and bringing into effective operation all of the agencies and factors bearing on the process might well come from the school. The school looms large as a strategic centre from which this process may develop. The school should assume leadership in enlisting the co-operation and support of all contributing agencies.

If the work we are undertaking in Connecticut has any value, it lies in our recognition of the principle that fundamental character education can be achieved only by raising the level of the whole environment in which the child is placed. The purpose of the intensive phase of our program has been to work out such a plan for character education in an entire community, that the community may be aided in solving some of its major social problems. In this way only can the general level of the character of its citizenry be raised. And that, after all, is the objective in any program of character education.

Adjusting *the* College Student

By GEORGE M. FRASER
Chicago, Illinois

"College personnel work" is not designed to eliminate failure in general. It is designed to eliminate failures which are due to causes which can be checked and which, when understood by the student, he will aid in checking."

"HE CERTAINLY has the intelligence to make good, but he doesn't seem to have any definite aim for the future; he doesn't realize that in order to be successful—to possess rights to property or economic wealth—he must assume certain obligations."

This statement applies to the majority of college graduates. They don't seem to realize actualities. They don't see the relationship between things. Later on, in ten years or so, they begin to realize what success requires. But by that time many will have become settled in fair jobs and will never get above the average.

By what means can our present system of college training be modified to give the student a better insight into actualities? Would it be better to remove all regulations, including prescribed courses, that the student might have full control over his college career, or is there some department, such as the personnel department, within the college that can aid the student?

In industry the function of the personnel department is as an intermediary between the management and the men, to keep the men as happy as possible, efficiency being dependent to a large extent on the mental attitude of the employee. The college personnel department should be an intermediary between the faculty and the student, to keep the student as contented and happy as possible. In so doing it would be possible to show the student that to gain certain ends he must assume certain obligations. If this were implanted in the mind of the student in college he would have a much clearer concept of business relationships later on.

There are three factors which go to make up success. The first is native intelligence, the second ability to utilize this intelligence, and the third is the will to utilize it. In every college group the factors are present in individuals in varying degree. There are those who possess a high native intelligence, have the ability and the will to utilize this intelligence and ability. These people are decidedly the exception and they would be successful regardless of conditions.

There are many environmental matters that arise to distract the student, that cause unnecessary worry and unhappiness. Housing conditions, lack

of congenial friends, difficulty in comprehension of studies, dislike of professors, family difficulties, conflicting ambitions, are but a few of the possible sources of inefficiency. For the most part these troubles can be minimized if the proper light can be thrown upon them, but if the student broods over them and does not have some one with whom to discuss matters, a state of mind not conducive to efficiency is created. If such a condition persists it may result in discouragement and failure of a student who has ability that should be utilized.

That students would generally go to an advisor for conference along these lines is not expected. Often they do not realize what the source of difficulty is. The personnel man should regularly check the class records of the students. If their work is noticeably deficient a conference should be arranged in order to try to locate the trouble. Professors usually know in general how a student stands in his work, and to facilitate this plan, if they realized it was for the welfare of the student, would co-operate in submitting monthly reports on standings. To simplify mechanical details colored inks could be used, a color for each grade. This would materially speed the clerical work of the personnel department.

A complete and detailed record should be on file of all grades made, of high school averages, courses preferred, and general family history. Comparison of the monthly records with the master record should be made, and discrepancies checked immediately.

This plan is not designed to eliminate failure in general. It is designed to eliminate failures which are due to causes which can be checked, and which, when understood by the student, he will aid in checking. The plan has merit in that if by utilizing it even one per cent. of the unnecessary failures are eliminated, to say nothing of decreasing unnecessary student mortality, it will be worth while.

In some cases environmental difficulties will not be evident in grades. Periodic interviews should be scheduled to check the attitude of the student. Often faculty action is misunderstood by the student body, resulting in general disharmony. When such is the case the personnel department should take action to explain as fully as possible the reason for the faculty action, and show the effect it will have on the individual student. Usually when such action is properly understood it is accepted without complaint.

Student opinion should be heeded, and suggestions relayed to the faculty. It is necessary because of this feature of personnel work that the personnel man should not be a teacher. He should be an intermediary not regarded as a faculty member. Nor is he in the administrative department, for he will often be called on to act as an intermediary between the faculty or the students and the deans.

The duty of the administrative officers is to execute rules. In some cases the effect of rigid enforcement will be detrimental to the welfare of the individual and may even cause a general disturbance among the students. Rules have to be made and should be carried out wherever possible, but there should be exceptions to be based on the best final outcome for all involved. A wise exception will often bring more respect than rigid enforcement. The personnel department should study the case of the student, and recommend on the basis of effect, the proper application of the rules, or the exception to be taken.

It is obvious that the work discussed above will require attention to the student not only in his freshman year, but all through his college career. As far as intelligence and ability are concerned, there should be no reason why if a student can complete his freshman and sophomore years, he cannot successfully complete the remaining two years. It is in the junior and senior years that the work of the personnel department can be most helpful, in eliminating unnecessary failure.

By the beginning of the junior year it is necessary to choose a major. Too often the major is chosen because of like for a certain professor, a good grade received in a prerequisite, or some other trivial reason. The personnel man should try to determine and show the student what would be the best course to follow. Tests are available to indicate whether a person is an introvert or an extrovert. Aggressiveness can be tested, and finally the Strong Vocational Interests test is of value. There are so many types of business and professions, that only a general basis education can be given except in professional schools. But by these tests the major interests can be shown. If by conference the student can be shown the possibilities in the field of his major interest, and the relationship between given courses and this interest, much will be accomplished toward the end of a proper choice of a major, and toward realization of the fundamental principle of relationships between obligations and the resulting rights. If possible the student should be encouraged to make the acquaintance of men in the field of his major interest to get their opinions and to see for himself what conditions actually are.

This plan of personnel work requires of the department a broadening scope of powers, with special emphasis on study of environmental conditions affecting the student while in college. It requires a department as disconnected as possible from the general faculty. Men who will understand and be sympathetic with the problems of the student and who will inspire confidence are necessary.

By utilizing such a system it is possible that at least a few additional graduates would realize actualities and the happiness of these people and their usefulness to society would be increased.

After the Depression—What?

By ARTHUR DEAN

Most any one can prophesy. Just now there are more people explaining why we are in a world-wide depression than are forecasting what we will have after the depression is over.

So far we have "turned so many corners where prosperity is just ahead" that we are more confused than ever on when we will see the blue sky.

During the World War we sobered — young as well as old. Starting with Armistice Day we commenced to blow ourselves — old as well as young. For the past fourteen years the extremists have had full sway in literature, art, music, dress, dieting, and conduct. By no means have all these extremists been young people.

The books, scenarios, plays, and diets have been written by oldsters for "THE MODERN AGE" and have been adopted by both oldsters and youngsters.

After the depression, which is as serious in its psychological effect on people as war, will there be great sobriety or a great let-down in social conventions? Will books be more serious and less dishonestly blurbed? Will plays get back to parlor scenes or will the beds be brought into the parlor? Will music be more or less refined, rhythmic and romantic? Will we have more 'isms and 'ologies on how to get something for nothing?

I don't know. This much may be possible. The longer the depression the soberer we will become and the more sober we become the greater will be the let-down when it is over.

If this be true we may expect a great deal of spending of money for so-called "luxuries." A world that has been self-denying is not going to keep on denying itself when it feels denying is not necessary. A world that cannot get any fun out of its present leisure because it does not know what may come next isn't likely to sit down and twirl its thumbs when it sees prosperity on the horizon.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Nature Supplies Us With Arguments

IT IS REASONABLE to suppose that, since the child is essentially a product of natural forces so far as body and even his emotions are concerned, he would be particularly susceptible to arguments drawn from the natural field tending to develop within him proper character traits.

Assuming that this premise be true it becomes the duty and the problem of the educator to analyze the natural conditions surrounding the child, and draw from them those arguments which are particularly forceful. Without doubt the child wishes for well-being, physical, emotional and mental. He wishes for well-being because out of such a condition flows satisfaction and joy in living. As he looks around him, under what circumstances does he find this condition of well-being promised to him? Is it promised in powerful, convincing form in those forces which threaten him, which tend to cripple him, or in any other way offer to endanger his own particular well-being? The answer is, of course, emphatically, "No!"

Such being the case, there rises within the child a fear of such threatening forces which is almost instinctive, and which, until broken down by environmental conditions, tends to constantly warn him and preserve him from their ill effects. For instance, the child in the poorer sections of our cities is warned against the ill effects of alcohol through the ugly and repulsive aspects that it presents in the drunken human form. The child is warned against the ill effects of nicotine by his first contact with the cigarette. He learns by experience to understand that wherever he comes in contact with ugliness, error, distortion, lying, vice, or any other harmful agencies, he must be on his guard.

In the same primitive way he leans naturally and inevitably towards the beautiful and constructive and upbuilding things of life. He finds joy in the forms of beauty presented to him by the flowers, animal life, sunshine and all the other agencies that tend to produce within him a feeling of pleasurable well-being. He senses, when he is with such things, that he is in the safe-keeping of the beautiful and noble.

It should be very easy, then, for the teacher, each day in the school term, to bring to the child's consciousness the knowledge that when he is in the presence of the beautiful, the good and the true he is in the presence of the safe, the upbuilding forces that work for his joy and his future welfare.

As though to supplement the teacher's work nature lavishes her arguments in all seasons upon the school. It is, for instance, an inspiring and glorious thing for any child to see through the microscope the hidden beauties of the snow, to marvel at the ingenuity of the maple seed, to be lost for a second in the golden glory of the dandelion. History, art, science, music, all bring to the teacher's hands treasure chests of arguments along these lines, each one offering convincing proof that out of the good, the true, and beautiful only, flow those elements that upbuild and make sure an ultimate success in whatever one wishes to do.

Let us consider how this thought is brought out in the following story, particularly noting how the deft movement of the Doll Man's finger over the moist clay transforms that which was ugly, because it was untrue, into that which grows beautiful as it approaches truth.

Question—What has been said is no doubt theoretically true, but just what am I, a teacher in the sixth grade, to do about it Monday morning?

Answer—The beautiful and up-building forces are always at hand to help us. You control your own personal appearance, your manner of meeting your pupils, your words, your smile: all these may be made beautiful and upbuilding with no end of personal benefit to you.

You have trodden a maple leaf under foot on the way to school; it carried onto the earth a marvelous message of growth, rhythm, design, and service.

The air waits for the throb of beautiful music.

A flower will be a silent but powerful second for you as it sits upon your desk.

The sky is always beyond the window pane, and the clouds go down to the sea.

Wherever beauty lifts its radiance there is your argument. Use it to convince the child that beauty, order, love up-build, and ugliness, disorder, hatred tend to destroy.

THE DOLL MAN

From The Egan Monthly Service in Character Training. Copyright.

SUSANNE pressed her stubby nose against the big glass window. The roly-poly Doll Man inside laughed down at her from his low stool, and turned the baby doll he was making so she could see the face. One cheek was beautifully colored, but the other was like pale chalk. Susanne wiped the last tear from her eyes, sniffed a little and smiled—the weakest, little crooked smile in the world.

The Doll Man leaned over and said something to her, but the thick plate glass window kept his words from her ears. She shook her head slightly and the Doll Man beckoned to her with his forefinger.

"Tears?" asked the jolly Doll Man. "Who ever heard of tears in eyes like yours? Can't you smile just one big, brave smile?"

Susanne hiccoughed heavily, and then did her best.

"Maybe," said the Doll Man, "you could tell this little friend here all about it! Eh?"

Susanne's eyes darkened again with tears, which she bravely held back. "Mother—wh—whipped me," she said. "She—she told me not to go down to Stevens' P—Pond, and I went. She said everyone had to obey or get into t—trouble."

The roly-poly Doll Man nodded his head. "She is right," he said. "Even I have to obey. Yes, indeed, I do."

"You!" cried Susanne. "I thought you did just as you—you pleased."

The Doll Man smiled. From a moist pile near by he took a handful of clay. With skillful fingers he fashioned a doll's head. Susanne gasped.

What was he doing? Why, the doll had a horrible, big, hooked nose, and one ear was as big as a donkey's, and its chin—why, its chin stuck right out straight.

The Doll Man chuckled as he held the doll up to the light.

"It's—it's terrible!" gasped Susanne. "It's terrible!"

"Just like all things that come about when we disobey just laws," said the Doll Man. "See what my disobedience has done to this doll-head of mine. Whoever saw a nose like that? Whoever saw a chin like that? They came into being because I disobeyed the laws that have worked to shape the human face."

"And I suppose that's what happens inside of us when we disobey our m—mothers," said Susanne.

The roly-poly Doll Man nodded his head. "You must remember that," he said. "Just remember it all your life. My little Susanne, the beautiful things come to us through obedience. Do you doubt it?—then watch!"

With deft fingers the roly-poly Doll Man reshaped his doll's face. He glanced now and then at Suzanne. He was done in a moment. What had happened? Where was the long nose and the pointed chin, and the donkey's ear? All smoothed away.

Susanne gasped and clasped her hands. "Why, it's like me," she cried. "It's just like me when I'm happy and want to laugh."

The roly-poly Doll Man handed the doll to Susanne.

"You are right," he said. "Laughter goes with obedience and—" the roly-poly Doll Man leaned over and flicked away a tear from Susanne's cheek—"and tears always go with disobedience."

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

Our Profession

By ELMER S. HOLBECK
Principal, Woodrow Wilson School, Passaic, N.J.

TO HAVE the powers to make this earth a more decent place is sacred. Few things are more important in our civilization than the public schools.

But to get the most out of our work we must get down to the child's level, and then sympathetically and understandingly take him by the hand and guide him over the troublesome waters of inexperience, to the Rainbow land of knowledge, beyond. Though it offers a splendid opportunity for service, it is a real challenge and responsibility, and one that is often not appreciated nor understood by folks in other work.

The compensations of teaching are inherent in the work itself. The joys of guiding, helping, and elevating children to greater achievement are boundless. The real rewards of teaching are those which come to us through the successes and accomplishments of our products.

We must remember that our profession is not the biggest, not the richest, not the most compensating one in terms of financial gain; but it is big enough for one determined not to lose a single part of it, rich enough to reward persistent labor, and beautiful enough to deserve our faith, love and devotion.

"Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals or forts."

—Henry W. Longfellow.

BOOK TABLE

OUR UNITED STATES. History for Upper Grammar Grades and Junior High Schools. By William Backus Guitteau. Cloth, 672 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

In the issue of October 26 we reviewed "The Story of the American People." In the issue of November 16 we reviewed "The History of Our Nation," and now we are reviewing "Our United States."

"The Story of the American People" was written to fascinate children with history and impress upon them the wonderful story of America. "The History of Our Nation" was written and published to be admired by every lover of artistic writing, illustrating and bookmaking, giving a dignified, unbiased record of the way our country has made history through a series of vital crises.

"Our United States" is written by an admirer of those who have made our United States and is for the use of teachers who earnestly desire to make better citizens of a better country. This is Dr. Guitteau's fourth school history.

Every book of his has been skillfully adjusted to the age of the children who were to study it. He is an artistic professional author of textbooks.

The maps and illustrations have a distinct personality. Indeed "Our United States" has no trace of a suspicion that there has been any other school history of the United States. It is complete in every particular in its presentation of what has made the United States of the past and present, written as no one else could have written it.

ELEMENTS OF PUBLIC SPEAKING. By Ruth Bryan Owen. (Foreword by William Lyon Phelps.) Cloth. 195 pages. 31 West 47th Street, New York City: Horace Livewright, Inc.

Congressman Ruth Bryan Owen by inheritance, personal talent and artistic practice of oratory will attract attention to a book on public speaking as would no one else. The foreword by William Lyon Phelps would attract attention to any book of which he would say: "This book is the result of much observation, much reading, much experience, and much reflection. Its suggestions are eminently sensible, its illustrations from history impressive, and its style clear and forcible."

William Jennings Bryan rescued oratory that had been in a state of coma for a decade by one world famous political oration, and his daughter has put women among American orators gracefully and effectively.

It is cause for universal gratitude that she has given such wholesome advice so attractively when an entirely new variety of public speakers are to appear in American life because of new issues created by a new civilization.

Far above the significance of this book as an aid to individuals who aspire to personal power through public speaking is the influence it will have as an inspiration to men and women to perfect their talent for the promotion of a better mankind through the new civilization and education that are resulting from the birth throes of the tragic experience through which the world has passed.

CITIZENSHIP IN THE MAKING. By Lela Hatfield Burwell, Portland, Oregon, and Joseph F. Gould of the Boston Board of Superintendents. Cloth. Illustrated. 204 pages. Boston: Marshall Jones Company, Inc.

Portland, Oregon, and Boston have united in the creation of school text on the making of citizenship that meets the latest requirements of history, economics, wars and politics in the making of intelligent citizens for the enjoyment of America to-day.

It is really high and masterful skill to produce a school book today that wastes no time and space on non-essentials, that omits everything that is socially, economically and religiously undesirable, and "Citizenship in the Making" meets every condition without pretending to play safe,

Each chapter is a forceful unit, meeting every need of youth or adult, native or foreign born, and provides every aid to a clear understanding of facts, approaches everything attractively with a setting that assures permanence of use when needed ever after.

In the first chapter in six pages the discovery of the New World from 987 to 1492 and 1580 is attractively told.

Attention is called to 22 words that may need special thought.

There are nine questions that safeguard facts that might otherwise escape emphasis.

There are four subjects which will interest people, young and old, if they discuss them.

Teachers are helped to do the right thing in the right way.

We regard this book as a really great creation in education when it is of prime importance that everything must be learned in the least time in the most effective way.

THE WONDERFUL STORY OF MUSIC. By Ellen Friel Baker. Illustrated by Carle Michel Boog. Cloth. 326 pages. New York: Thomas Y. Crowell.

This is literally a wonderful book largely because of the twenty full pages with from ten to twenty pictures on each page presenting attractively and emphatically the "Story of Music" as it is told by an artist in expression as well as in appreciation of music.

Unfortunately for an incidental appreciation of the book the plan represents, conversationally, the telling of the story by a brilliant woman to two children, so that on opening the book at random one gets an impression of a childish method of approach.

As a matter of fact this is the most complete account of the evolution of the development of music from nature for the enjoyment of human nature and the evolution of the reed, brass, string and percussion instruments that we have seen for the enlightenment of children, youth and adults.

No school should be without this book, and any teacher will be more adequately equipped to think about music who has basked in the atmosphere of this "Wonderful Story of Music."

Books Received

"Modern Italian Culture." By Florence Trail. Philadelphia, Pa.: Westbrook Publishing Company.

"Examining the Examination in English." By Commission on English. Cambridge, Mass.: Harvard University Press.

"Useful Science." By Weed and Rexford. Philadelphia, Pa.: John C. Winston Company.

"The Clarendon Latin Course." By Arthur Clendon and J. H. Vince. New York City: Oxford University Press, at the Clarendon Press.

"George Washington Workbooks." Grades 4 and 5, Grades 7 and 8, Grades 8 and 9, Grades 9 to 12. By Howard Wilson, Florence Wilson and Roy Price. Richmond, Va.: Johnson Publishing Company.

"The Alpha Individual Arithmetics," Book 6, Part 1.—"Achievement Tests in World History." By Andrews and Anderson.— "Twenty Tests in Community Civics." By Howard C. Hill.— "A Technique of Study," to accompany "Introduction to Education." By Clapp, Chase, Merriman.— "Biology Notebook." By Meier and Meier. Boston, Mass.: Ginn and Company.

"The Canterbury Tales." By Geoffrey Chaucer, translated by Ernest Hill. New York: Longmans, Green and Company.

"Social Process and Human Progress." By Clarence Marsh Case. New York City: Harcourt, Brace and Company.

"The Wonderful Story of Music." By Ellen Friel Baker.—"How Our Government Is Run." By Inez N. McFee. New York City: Thomas Y. Crowell Company.

"Education of a Princess." By Marie Grand Duchess of Russia, translated under supervision of Russell Lord. New York: The Viking Press.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, November 23

2.30 P. M. American School of the Air—"Massasoit"—History Drama.

6.00 P. M. Current Events—H. V. Kaltenborn.

10.30 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Tuesday, November 24

2.30 P. M. American School of the Air—Music of Countries bordering on the Mediterranean — Also Geography.

6.00 P. M. National Security League Broadcast Series.

7.30 P. M. Kaltenborn Edits the News.

Wednesday, November 25

11.15 A. M. Musical Alphabet—Ralph Christman.

2.30 P. M. American School of the Air—"Don Quixote" Literature Drama.

6.00 P. M. Bill Schudt's "Going to Press."

10.30 P. M. Columbia Concerts Corporation Program—Brosa Quartet and Guida Gradova, Guest Artists.

Thursday, November 26

11.00 A. M. Thanksgiving Service from Washington Cathedral.

7.30 P. M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

Friday, November 27

3.45 P. M. Columbia Educational Features—Dr. Charles B. Davenport, "Heredity and Disease."

Saturday, November 28

10.00 A. M. Jewish Art Program.

11.00 A. M. New York Philharmonic Symphony Children and Young People's Concerts—Ernest Schelling, Conductor.

7.00 P. M. The Political Situation in Washington Tonight — Frederic William Wile.

9.30 P. M. National Radio Forum from Washington, D. C.

On the National Network

Eastern Standard Time

Monday, November 23

2.00 P. M. Health Talks on prevention of seasonal illness (WEAF).

4.00 P. M. National Music League (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

8.00 P. M. Dramatic Sketches, episodes in American Revolution (WEAF).

8.30 P. M. Death Valley Days, pioneer days in the Northwest (WJZ).

Tuesday, November 24

9.00 A. M. Morning Glee Club, Male octet directed by Keith McLeod (WEAF).

2.30 P. M. "Where Gentlemen Can Really Find Blondes," talks on Norway by Mrs. Petch (WJZ).

2.45 P. M. Women You Read About, Ruth Hale (WEAF).

3.00 P. M. Music in the Air, A program designed to interest listeners in self-expression at the piano (WJZ).

4.00 P. M. Magic of Speech, Vida Ravenscroft Sutton (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.45 P. M. Back of the News in Washington, by William Hard (WJZ).

Wednesday, November 25

9.00 A. M. Morning Glee Club, Male octet directed by Keith McLeod (WEAF).

6.00 P. M. Music Treasure Box, by Pierre V. R. Key (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

9.00 P. M. Chicago Little Symphony, orchestra under direction of George Dasch and talk on investments (WEAF).

10.00 P. M. Rochester Civic Orchestra, directed by Guy F. Harrison (WJZ).

Thursday, November 26

4.45 P. M. Great Moments in Science, auspices of Children's Science Fair (WJZ).

5.00 P. M. The Jungle Man by Carveth Wells (WEAF).

6.30 P. M. The World Today, James G. McDonald (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

Friday, November 27

11.00 A. M. NBC Music Appreciation Hour (WJZ and WEAF).

2.00 P. M. Sports and Recreation by Captain Charles B. Scully (WEAF).

4.15 P. M. Radio Guild play, "Le Bourgeois" (WJZ).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

Saturday, November 28

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

7.15 P. M. Laws that Safeguard Society, by Dean Gleason L. Archer (WEAF).

8.00 P. M. Danger Fighters (WJZ).

8.00 P. M. Civic Concert Service Program from Chicago (WEAF).

8.30 P. M. Economics and Psychology (WEAF).

9.00 P. M. Chicago Civic Opera (WJZ).

Sunday, November 29

12.30 P. M. Biblical Drama (WEAF).

1.15 P. M. Walter Damrosch Hour (WJZ).

2.30 P. M. Moonshine and Honeysuckle (WEAF).

3.30 P. M. Dr. S. Parkes Cadman (WEAF).

5.00 P. M. Gilbert and Sullivan Gems (WEAF).

5.00 P. M. Dr. Harry Emerson Fosdick (WJZ).

6.00 P. M. Catholic Hour (WEAF).

9.00 P. M. Our Government, by David Lawrence (WEAF).

NEWS OF EDUCATION

Education in Kansas Undergoing Change

Cheap Wheat Brings Realization That Fine Buildings Do Not Mean Better Learning; State's Viewpoint Alters

TOPEKA, Kansas.—Since its first settlement Kansas people have fixed convictions that their ideals could be attained only through the proper education of their children. But, like many idealists, they have mistaken form for substance and have allowed their eyes to mislead them.

From the earliest times whatever was advocated in the interest of education was accepted and paid for by the people. The Legislature and local government bodies were allowed and often urged to levy taxes and issue bonds without restraint to erect and equip school buildings.

Back in 1927 Kansas with a population of 1,800,000 had school receipts totaling $42,717,000, while Connecticut with 1,636,000 had receipts of only $33,770,000; Maryland with 1,597,000 had only $22,413,000 and all other states with populations of about the same size were far below Kansas in both receipts and expenditures. Since then Kansas undoubtedly has forged further ahead, but too great a portion of the expenditures has gone into fine buildings.

The state seemed to be operating on the theory that if a child went to school in a fine building then a fine education would follow. For many years only desultory efforts were made to raise the standards of teachers and superintendents.

This condition might have gone on indefinitely if prosperous times had continued. But when wheat went down to twenty-five cents a bushel, oil sold for twenty-two cents a barrel and live stock and other commodity prices were below production costs, the taxpayers began to take stock. With their annual tax bills amounting to more than $135,000,000, and the total returns from this year's productions of agricultural and mineral products estimated at not more than $250,000,000 at current prices, taxpayers began to look at their magnificent school buildings, to estimate their cost, and to contemplate just what education was and should be.

It was discovered that an analysis of total tax receipts and disbursements showed approximately fifty-five per cent. of all taxes collected went to maintain the schools.

Then people began to tell each other that the multiplication table may be learned just as easily and quickly in a comfortable log schoolhouse as in a palatial building. They began to tell each other that secure comfort is more to be desired than precarious elegance—especially in school buildings. Then this thought came to expression: It is more important to have a good teacher working in an ordinary building then it is to have an ordinary teacher working in a fine building. And there is agitation throughout the state to call a halt in extravagant school constructions and to devote more attention to improved standards of study and to raising the qualification requirements of the teachers.

Septuagenarian Still Studies

SAN FRANCISCO.—This is not altogether the age of youth, says Mrs. Adeline De Walt Reynolds, University of California Extension Division student. An enthusiastic believer in the adage, "Never too old to learn," Mrs. Reynolds, past seventy-five years, recently enrolled in her ninth extension division correspondence course with the university. An excellent student, she has completed four courses in French, three in German and courses in political science during the past several years. Rather reluctant to enroll in her first "education by mail" course with the university, she now declares: "Education should be a lifelong process."

Six Van Deusens In One College

ONEONTA, N. Y.—The Van Deusens are well represented at Hartwick College which opened three years ago. Robert Van Deusen was the first student to enroll. Now two of his brothers and three sisters are also students. Four of them will be in the first graduating class. They are the children of the Rev. R. J. Van Deusen.

France Gives $2,000 For Language Scholarship

CAMBRIDGE, Mass.—The French Government has presented to Harvard University 50,000 francs (approximately $2,000) to be used "in strengthening the friendship between this country and France by spreading the knowledge of the French language." The income will be used every two years as a scholarship for a student of the French department working for a doctorate who could not complete his thesis without several weeks' study in French libraries or archives. Word of the gift came to Harvard from J. C. J. Flamand, honorary consul of France at Boston. The scholarship will bear the name of "Traveling Scholarship of the French Government."

French Approve Esperanto Teaching

LYONS, France.—The municipal council, presided over by Mayor Edouard Herriot, voted a resolution urging the ministry of public education to start the teaching of Esperanto in the public schools. "In consideration of the fact that the pacification and rapprochement of peoples will be hopeless so long as they can speak only in their national tongues, the municipal council of Lyons expresses a hope that teaching of the Esperanto language will be made obligatory in the public schools all over the world," the resolution stated.

Convict to Take College Course

MONTREAL.—For the first time in the history of the Queen's University a convict in Portsmouth penitentiary has made application to enter the arts course and do his studies in prison. The applicant is a youthful long-termer. In the last five years he has passed all Ontario departmental examinations from entrance to high school. The university work will be sent to him by the head of the extra-mural department at Queen's.

New York Starts School Relief Fund

NEW YORK.—A tentative budget of $1,000,000 for the School Relief Fund during the coming winter and spring was adopted at a meeting of the school superintendents recently. The fund, which will be raised by monthly contribution pledges from teachers, principals and other employees of the Board of Education in all branches of the school system, will be used to provide food, milk, clothing and other necessaries for children in the public schools whose families are in financial difficulties. The amount subscribed this year is nearly double that which was raised last year, it was said, when $402,000 was distributed.

RURAL EDUCATION
Mail Courses for Children in Saskatchewan

REGINA, Sask.—To carry education to children in remote settlements where adequate schools are difficult to maintain, the provisional government of the Province of Saskatchewan, Canada, has developed the use of correspondence courses until this year it has an enrollment of nearly 10,000, according to J. T. M. Anderson, Minister of Education, who sponsored the plan. To the lessons given by printed instructions also has been added this year a series of half-hour radio talks five days a week.

This population of this wheat-producing province is more than seventy per cent. rural, living in widely scattered settlements. The correspondence school was organized in 1925. Included among those now enrolled are children whose homes are situated outside organized school districts, crippled and ailing children whose disability prevents them from attending school, adults who are anxious to acquire the rudiments of an education but whose age prevents them from attending grade school, and returned soldiers whose education was interrupted by war service.

The courses for the first eight public school grades are prepared by professional teachers. There is no charge for tuition, and readers are supplied free of charge to the six junior grades. Approximately 6,000 students are taking high school courses. Some of these are studying entirely at home and others are supplementing the work of the rural courses they attend. The high school courses are organized by university specialists and follow the course of study prescribed by the Department of Education. A year's work in each subject is divided into about twenty lessons, each of which requires about two weeks' study.

Bars New Schools In State's Budget

ALBANY, N. Y.—Still striving to balance the budget of the State, Governor Roosevelt sliced about $4,000,000 from the estimates of the Education Department at a recent hearing. From an estimate reported to have ranged as much as $10,000,000 above the $115,000,000 appropriation of last year, the Governor was able to effect an initial $4,000,000, but by arranging for curbing the building program for state educational institutions during the coming year. In the past few years, it was remarked, construction of strictly State institutions, such as normal schools and experimental stations, has practically brought the plants up to required needs and the avoiding of new building next year will not impair the efficiency of the institutions.

Parents Back Inquiry Fund

NEW YORK. — The United Parents Associations of this city have written to Dr. Frank P. Graves, State Commissioner of Education, pledging their support of his budget request for $50,000 to conduct an investigation of the "pedagogical efficiency" of the New York City school system, recently authorized by the State Board of Regents. The letter to Commissioner Graves was made public by the federation, which wrote that it would urge approval of the special fund by Governor Roosevelt and, if necessary, the State Legislature. A broader scope for the inquiry was urged by the organization.

Honor School Started in New York

NEW YORK.—An honor school in which students of high standing are organized into separate classes has been started this term at the James Monroe High School, the Bronx, under the direction of Dr. Henry E. Hein, principal, it was revealed recently. For admission to this special division students must attain an average of at least seventy-five per cent. in their studies and must pass in all subjects. Fifteen honor classes have been established. The system was adopted to allow the brighter students an opportunity to do more extensive work without being retarded by slower students. The organization of a group of students at the school known as "Minute Men" also was announced by Dr. Hein. On three selected days members of this group will go to the various official classes and, with members of the Good School Conduct Group, will speak to the classes on "Character Building."

College Cuts Price Of Football Tickets

ABILENE, Texas.—A fifty per cent. reduction in the price of tickets for football games at Simmons University this season has been announced by the athletic council. "We are making this move," the management said, "in a spirit of co-operation, taking into consideration the general reduction of prices and income over our section of the state this year."

School Girls to Live on Island

MELBOURNE, Australia. — Nearly a hundred Australian grammar school girls will go native—under strict control—on a coral isle off the coast of North Queensland. School lessons will be continued and their attire will be of the scantiest, so that they may receive physical benefit from the Australian sun.

SIGN LANGUAGE
Orientalist Offers Universal Code of Terms

NEW YORK.—Sir Edward Denison Ross, director of the School of Oriental Study in London, who recently arrived in this country to deliver a series of lectures on Asiatic art, poetry and literature, explained a plan for what he termed "a universal code of terms," by which, he thought, many things in life would be simplified.

By means of less than 1,000 script signs, most of which would be borrowed from the Chinese, the same idea could be conveyed to all who knew them, but could be interpreted by each in his own language. Sir Edward made it clear that he does not believe in the feasibility of a universal language and went on to explain his theory of sign language.

"To begin with," he said, "I should introduce a limited number of characters for universal use in connection with public notices in towns and roads and railway stations and so forth. In every land such notices would be posted in the language of the country and in the universal script. This would greatly accustom people to the use of this code.

"Moreover, each character would have its own number, and those numbers would serve, as they already do in China, for cables and telegrams.

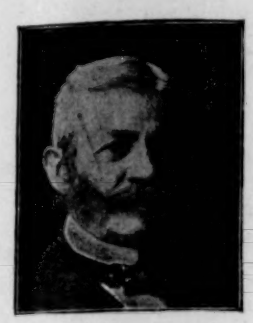
"No hardship would be imposed on the school children," he added, "if the mastery of one thousand Chinese characters were made compulsory. Apart from the international advantage of such a script, there could be no better training for the mind of school children than the learning of such characters. I personally have often taught children a number of these characters and have always found that they learn them quickly and also they think it great fun."

Rochester School Renamed for Edison

ROCHESTER, N. Y.—The name of the Rochester Shop School has been changed to the Thomas Alva Edison Technical and Industrial High School by resolution of the Board of Education as a memorial to the inventor.

Special Privileges For Soviet Teachers

MOSCOW. — The 480,000 school teachers in the soviet union were recently put in the same class with the most privileged proletarian elements in the matter of food rations, living quarters and other necessities. The government took this step with a view to improving jobs. About seventy per cent. of all the teachers, 336,000 of them, are in village schools, where conditions of life are especially hard for persons sufficiently educated to be teachers.



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College Has Own Radio

LAWRENCE, Kan. — Seventy-nine members of the University of Kansas faculty participated in 318 programs broadcast in the 1930-31 school year, according to a report completed for H. G. Ingham, director of programs, by Miss Gladys Baker, who handled the details of arranging programs last year for the university's broadcasting station, KFKU. Broadcasting for the 1931-32 season will occur from 11 to 11.30 a. m. daily; at an evening hour to be selected; and in connection with football and basketball games. Eighteen different departments and schools of the university were represented on the air last year in the 318 faculty programs. Through the glee clubs and orchestras more than 200 students also participated in the KFKU programs. In addition to these there were other special programs, including six musical vespers, the homecoming rally and commencement and baccalaureate services.

Boone Descendant College Head

CALDWELL, Idaho.—William Judson Boone, descendant of Daniel Boone, is said to be the oldest college president in point of service in the United States at the present time. His record equals that of the late Charles Eliot of Harvard. For forty years he has been president of the College of Idaho, which he opened in the prayer room of the Presbyterian Church, with two students present. Mr. Boone's idea was to provide "education under positive Christian influence." The diminutive institution had its beginning in a city laid out by two youths, one of whom was Andrew Mellon, now Secretary of the Treasury. Although reported to receive a salary less than that earned by the average carpenter, Mr. Boone has steadfastly declined increases and refused to leave his school for financial betterment. Recently he received a certificate attesting fifty years' membership in the Phi Delta Theta fraternity. He is a descendant of Daniel Boone.

Experts Investigate Education in China

SHANGHAI.—Four noted European educational experts have arrived at Shanghai to investigate China's educational problems and to make recommendations through the League of Nations for changes and reforms. They will spend three months in this country traveling extensively, conferring with Chinese, foreign and mission educators already busy in this field, and investigating all manner of educational institutions, from the old-style native primary schools to the Chinese modern prototypes of foreign universities. The visit of these educators, who will draw no remuneration except traveling expenses paid by the League, is the result of an understanding reached last May between the Chinese Government and the League of Nations, under which four groups of experts will assist China by studies of finance and economics, transit and communications, public health and public education.

Mental Failures Challenge Schools

CHICAGO.—There is no greater challenge to education, said Dr. John Dewey, of Columbia University, than the fact that persons suffering from various mental disorders require as many beds in institutions as those suffering from all other diseases combined. "I do not wish to suggest the school has caused these breakdowns," Dr. Dewey said, in addressing the Chicago Regional White House Conference on Child Health and Protection. "Rather," he continued, "these breakdowns grow to a much greater extent out of maladjustment in home and family relations. But is it not the province of education to develop more positive immunity against these mental and moral failures?"

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Turn to Teaching In Depression

TORONTO, Ont.—The economic depression which has had its effect in almost every faculty of the University of Toronto has had the opposite effect in the Ontario College of Education, the dean of that institution has announced. He stated that the jump in attendance had been due to two causes: First, most of the students, who graduated from the faculty of arts in May, had been faced with unemployment and had turned to the teaching profession as a last resort; second, many men and women who had been working in various professions for many years had been thrown out of work and were determined to engage in teaching. The reserve staff of the Toronto Board of Education has more than eighty teachers on its list. But he intimated that the majority of these would find employment before Christmas. Never has the calibre of students attending the Ontario College of Education been so high, he reported.

Condon and Maphis On Illiteracy Tour

RICHMOND, Va.—Dr. Charles G. Maphis, dean of the University of Viginia summer quarter and director of the Institute of Public Affairs, has started on a tour of the southern states as a part of the nation-wide work to wipe out illiteracy. Dr. Maphis and Dr. Randall J. Condon, former superintendent of schools in Cincinnati, have just been appointed members of the national advisory committee on illiteracy. They will engage in important field service under the direction of Dr. Ray Lyman Wilbur, Secretary of the Interior. While Dr. Maphis is working in the South, Dr. Condon will be busy in the West.

Dimnet Holds Culture True Aim of Colleges

BUFFALO.—A plea for thoughness in education was made by Abbe Ernest Dimnet, famous French educator, at the annual meeting of the State Association of Teachers' College and Normal School Faculties here. "Formerly," he said, "students were expected not to play with the classic languages but to know them. That is the difference in the treatment of modern and classical languages today. The atmosphere must be one of requirement and the students will know Latin and other classical languages as they know the modern languages." The university, Abbe Dimnet asserted, must have for its object not the dispensation of principle learning but the instilling of culture. Education, he said, means the very best in everything. "If the boy of fifteen can distinguish between good and trash, his education is complete, though he knows little," Abbe Dimnet declared. The whole process of education must start from the beginning, he said, declaring more importance must be attached to the training of the baby. One of the great losses for most of us, he went on, is that as we grow older we forget our childhood, and it is vitally necessary that the educator of children should not forget.

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Grins Between Grinds

May Be Milk

"Waiter, there's something queer about this coffee—it tastes like cocoa."

"Oh, beg pardon, sir, I've given you another customer's tea by mistake."

Bottomless Pit

Aunt Liza's former mistress was talking to her one morning, when suddenly she discovered a little pickaninny standing shyly behind his mother's skirts. "Is this your little boy, Aunt Liza?' she asked.

"Yes, miss, dat's Prescription."

"Goodness, what a funny name, Auntie, for a child! How in the world did you happen to call him that?"

"Ah simply calls him dat becuz Ah has sech hahd wuk gettin' him filled."

Changing Times

Smith (sighing)—"Times certainly have changed."

Robinson—"How so?"

Smith—"Why, at a little family party last night the women talked politics while the men got off in a corner and exchanged recipes." — Border Cities Star.

Well Known

Harper—"Say, do you know anything about that fellow Fergson? He wants to borrow $25 from me."

Little — "Know Fergson? Why I know him as well as I know you. I wouldn't lend him a dime."

Metered Service

"Bothered much by hitchhikers when you're out riding?"

"Not now. Tried a new plan. As soon as I get out of town I show the sign 'Taxi' on my car."

A Family of Fractions

Gwen, aged six, was chatting with the man who had come to fix the window shades. Little Miss Curiosity plied him with questions about his home and wanted to know if he had any sisters. "Three half-sisters," he told her, "and two half-brothers."

"Goodness!" said Gwen, "are you the only whole one in your family?"—Boston Transcript.

Positive Identification

He—"That driver ahead must be Miss Fiditch, my old school teacher."

She—"Why?"

He—"She seems to be so reluctant about letting me pass."

Meetings To Be Held

NOVEMBER

23-28: Virginia Education Association, Secretary C. J. Heatwole, 300 Lyric Building, Richmond: Richmond, Virginia.

24-25: Association of Public School Trustees of Virginia, Secretary F. Diehl, Farmville: Richmond, Virginia.

26-28: Texas State Teachers' Association, Secretary R. T. Ellis, 410 E. Wetherford Street, Fort Worth: Corsicana, Texas.

26-28: Texas State Teachers' Association (colored), Secretary R. T. Tatum, 711 Poplar Street, Beaumont: Beaumont, Texas.

27-28: Central Association of Science and Mathematics Teachers, Secretary W. F. Roecker, 3319 North 14th Street, Milwaukee, Wisconsin: Chicago, Illinois.

27-28: Idaho Education Association, Secretary John I. Hillman, 331 Sonna Building, Boise: Boise, Idaho.

27-30: New Jersey State Teachers' Association, Secretary C. B. Dyke, Short Hills: Atlantic City, N. J.

28: Association of Modern Language Teachers of the Middle States and Maryland, Secretary M. I. Protzman, George Washington University, Washington, D. C.: Atlantic City, New Jersey.

28: Association of Teachers of Mathematics in the Middle States and Maryland. Secretary Norma Sleight, Shippen School, Lancaster, Pennsylvania: Atlantic City, New Jersey.

28: College Conference on English in the Central Atlantic States, Secretary Karl J. Holzknecht, Washington Square College, New York City: Atlantic City, N. J.

30-December 4: Association of Colleges and Secondary Schools of the Southern States, Secretary Guy E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Birmingham, Alabama.

DECEMBER

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Atlanta, Georgia: Montgomery, Alabama.

3-5: New York State Association of District Superintendents, Secretary Mrs. Emma C. Chase, Monticello: Syracuse, New York.

9-12: American Vocational Association, Secretary Z. M. Smith, Indianapolis, Indiana: New York City.

17: Adult Education Association of Southern California, Secretary D. Lewis, Santa Paula: Tenth Street School, Los Angeles, Calif.

28-31: American Association for the Advancement of Science, Section Q., Secretary W. L. Uhl, University of Washington, Seattle, Washington: New Orleans, Louisiana.

28: American Association of Schools and Departments of Journalism, Secretary H. H. Herbert, University of Oklahoma, Norman, Okla.: Minneapolis, Minnesota.

28-31: American Catholic Historical Association, Secretary Rev. Peter Guilday, Catholic University of America, Washington, D. C.. Minneapolis, Minnesota.

28-30: American Historical Association, Secretary Dexter Perkins, University of Rochester, Rochester, New York: Minneapolis, Minnesota.

28-30: Council on Education for Journalism, W. Grosvenor Bleyer, University of Wisconsin, Madison: Minneapolis, Minnesota.

28-30: Illinois State Teachers' Association, Secretary R. C. Moore. Carlinville, Illinois: Springfield, Illinois.

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